DOCUMENT RESUME

ED 321 190 CG 022 631

TITLE	Program of Studies. Comprehensive Guidance and Counseling Program K-12. Draft.
INSTITUTION	Montgomery County Public Schools, Rockville, Md.
PUB DATE	Sep 86
NOTE	41p.
PUB TYPE	Reports - Descriptive (141) -- Guides - General (050)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Career Guidance; Career Planning; Counseling Services; Decision Making; *Developmental Programs; Educational Planning; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; Models; Outcomes of Education; *Program Descriptions; Program Design; Program Development; *Student Development
IDENTIFIERS	*Montgomery County Public Schools MD

ABSTRACT

The Comprehensive Guidance and Counseling Program (CGCP) for the Montgomery County (Maryland) Public Schools (MCPS) organizes a conceptual framework for the delivery of guidance and counseling services for all students in Grades K-12. The program is developmental in nature and attempts to integrate the various facets of students' development--intellectual, social, physical, and emotional. The CGCP focuses on student development in three major areas: (1) academic achievement; (2) career and educational decision making; and (3) personal and social development as a student. The counselor's role in the CGCP is defined in terms of the following components: group guidance, individual planning, responsive counseling services, and school program support. While suggested time allocations for each area are outlined in the document, actual time allocations will be determined by individual school needs. In developing this program, the three MCPS Board of Education priorities which define student outcomes have been addressed specifically: improve the academic achievement of all students; implement a special emphasis program for improved academic performance and extracurricular participation of minority students; and improve student abilities to become independent learners, responsible citizens, and effective group members. These priorities and the goals of the CGCP are a shared responsibility of counselors, teachers, administrators, students, and parents. (TE)

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

DRAFT

(Sample)

PROGRAM OF STUDIES

**Comprehensive
Guidance and Counseling
Program
K-12**

BEST COPY AVAILABLE

September 1986

Wilmer S. Cody
Superintendent of Schools

CG 022631

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Title 13A
STATE BOARD OF EDUCATION

Subtitle 05 SPECIAL INSTRUCTIONAL PROGRAMS

Chapter 05 Pupil Services Programs

Authority: Education Article, §2-205(b), Annotated Code of Maryland

.01 General Requirements.

A. Each local education agency shall provide a coordinated program of pupil services for all students. Programs of pupil services shall include, but are not limited to:
(1) Guidance;
(2) Pupil personnel;
(3) School psychology; and
(4) Health services.

B. Pupil Services programs shall focus on the health, personal, interpersonal, academic, and career development of students.

.02 School Guidance Programs.

A. "School guidance program" means a planned, systematic program of counseling, consulting, appraisal, information and placement services for students, grades K-12. The services provided are intended to help students:
(1) Demonstrate personal and academic growth;
(2) Make appropriate educational and career decisions; and
(3) Have productive interactions with others.

B. Maryland Guidance Program. The comprehensive guidance program during the elementary and secondary school years shall encompass the following goals and subgoals:
(1) To facilitate the personal and academic growth of all students:
(a) Students shall understand all facets of their school environment;
(b) Students shall understand their own individual rights and responsibilities;
(c) Students shall demonstrate effective study skills;
(d) Students shall engage in appropriate classroom behavior;
(2) To ensure the development of educational and career decision-making skills of all students:
(a) Students shall comprehend their aptitudes, interests, and experiences as related to their own career development;
(b) Students shall apply the steps of decision-making to any situation;
(c) Students shall analyze various careers that are appropriate to their aptitudes, interests, and experiences;
(d) Students shall identify appropriate career opportunities;
(e) Students shall select the most relevant educational or vocational training program, or both;
(f) Students shall formulate and appropriately modify a personal career development plan;
(g) Students shall demonstrate useful employment keeping skills;

(3) To promote the development of interpersonal skills among all students:
   (a) Students shall understand the effect of their behavior on others;
   (b) Students shall demonstrate effective, interpersonal communication skills;
   (c) Students shall possess the knowledge and skill for resolving interpersonal conflict.

C. It is recognized that the above desired outcomes are the responsibility of a variety of personnel who work with students.

D. Guidance Program Manuals. Each of the local educational agencies shall provide guidance program manuals for the elementary and secondary schools under its jurisdiction. These program manuals shall include:
   (1) Measurable student performance objectives related to each of the goals and sub-goals established as part of the Maryland Guidance Program as set forth in §B of this regulation; and
   (2) A procedure for evaluating the extent to which student performance objectives are being attained on a yearly basis.

E. Procedures.
   (1) Certification. By September 1, 1986, each local education agency superintendent shall have certified to the State Superintendent of Schools that the guidance programming within grades K-12 meets, at a minimum, the requirements set forth in §§A-D, above.
   (2) Program Reviews. By September 1, 1986, the Maryland State Department of Education will implement a procedure for conducting periodic reviews of local education agency guidance programs. The purpose of these reviews will be to identify, on a regular basis, the program and professional development needs that exist in guidance Statewide.

Administrative History

Effective date: July 1, 1985 (12:13 Md. R. 1281)

COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM OVERVIEW

The Comprehensive Guidance and Counseling Program (CGCP) organizes a conceptual framework for the delivery of guidance and counseling services for all students in Grades K-12. The program is developmental in nature and attempts to integrate the various facets of students' development - intellectual, social, physical, and emotional. The CGCP focuses on student development in three major areas:

- Academic Achievement
- Career and Educational Decision-Making
- Personal and Social Development as a Student

The counselor's role in the CGCP is defined in terms of the following components: group guidance, individual planning, responsive counseling services, and school program support. While suggested time allocations for each area are outlined later, actual time allocations will be determined by individual school needs.

In developing this program the three MCPS Board of Education Priorities which define student outcomes have been addressed specifically: Improve the academic achievement of all students; implement a special emphasis program for improved academic performance and extracurricular participation of minority students; and improve student abilities to become independent learners, responsible citizens, and effective group members. These priorities and the goals of the CGCP are a shared responsibility of counselors, teachers, administrators, students, and parents.

COMPONENTS OF THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

The Comprehensive Guidance and Counseling Program has four components. A description of each component follows.

A. Group Guidance. This component consists of competencies that all students should achieve. To help students acquire the skills appropriate to their developmental level, sample teaching strategies have been provided. Assessment measures will be used to determine whether the students have been successful in achieving stated goals. The delivery of the program will vary according to each school's particular needs and resources. Group guidance can be accomplished in either large or small group setting.

B. Individual Planning. This component provides counseling and guidance functions which foster productive decision-making about educational and career planning. Counselors, students, parents, and staff share involvement in this process. Specific activities in this component include the development and annual revision of a four-year plan, post secondary and educational planning, and counseling students with academic difficulties, and assisting in planning programs for students with special needs. The intent of this component is the assurance that each student's academic program, educational choices, and career decisions best meet the individual's needs.

C. Responsive Counseling Services. This component responds to individual needs concerning personal development and interpersonal relationships. The counselor will help students, individually and in small groups, consult with parents and appropriate staff, and act as a liaison within MCPS and community agencies. In addition, counselors will provide crisis intervention services for students and their families.

D. School Program Support. This component includes appropriate counseling and guidance activities which are necessary for the effective implementation of the schools' program. The counselor supports articulation, orientation, and registration, and serves on appropriate teams and committees that analyze and evaluate school instructional programs. In addition, the counselor assists with county testing programs, attends seminars with college representatives, and participates in professional development and in-service training.

BOARD OF EDUCATION AND MCPS PRIORITIES

INTRODUCTION

The Board of Education reaffirms The MCPS Goals of Education adopted in 1973. Programs that are underway should continue. In that context, the Board of Education is choosing to emphasize certain priorities for the immediate future.

These priorities should be reviewed by schools and departments, incorporated into 1983-84 activities and used for 1984-85 planning.

PRIORITIES

1. Improve the academic achievement of all students.

   a) Improve student performance as measured by standardized and criterion-referenced tests and other measures in
      - English language arts, with particular emphasis on reading and writing
      - Mathematics
      - Science, technology and computer literacy

   b) Increase the emphasis on teaching and learning higher order intellectual skills

2. Implement a special emphasis program which will result in substantial gains in

   a) The performance of minority students in the classroom and on standardized and criterion-referenced tests

   b) The participation of minority students in
      - Programs for the gifted and talented
      - Higher level academic courses
      - Extracurricular activities

3. Increase organizational effectiveness and employee capabilities.

   a) Focus employee training on implementing MCPS priorities

   b) Encourage, recognize, and reward employee excellence, initiative and creativity

   c) Improve implementation of evaluation systems to enhance employee effectiveness and student learning

   d) Develop instruments to measure school effectiveness and use them to increase effectiveness in all schools

4. Improve students' abilities to

   a) Exercise responsibility for independent learning

   b) Be responsible citizens

c) Become effective group members

5. Conduct studies that will result in recommendations for substantive, long-range adaptations in the MCPS instructional program to better provide MCPS graduates with the knowledge and skills they will need to adopt to a rapidly changing world.

ELEMENTARY PROGRAM DESCRIPTION

The Comprehensive Guidance and Counseling Program at the elementary level focuses on the child's adjustment to the social and academic challenges of entering the school setting. At this level the child is becoming more independent, developing peer relations, and discovering his/her roles in groups. In addition, the development of a positive self-concept is essential to the child's success in the school environment. The student's growth in these areas will occur as a result of his/her interactions in a variety of settings. Responsibility for his/her development is therefore shared by the student, school, home, and community.

STUDENT COMPETENCIES

I. Academic Achievement

A. Organization and Study Skills

1. Students shall explain the importance of completing their school work.

2. Students shall describe good work habits.

B. Responsibilities

1. Students shall identify their school responsibilities.

2. Students shall explain how their school responsibilities affect themselves and others.

II. Career and Educational Decision-Making

A. Decision Making

1. Students shall list the steps they need to make a decision.

2. Students shall evaluate the consequences of their decisions.

B. Career Awareness

1. Students shall identify their interests and abilities.

2. Students shall explore a variety of occupations.

III. Personal and Social Development as a Student

A. Self-concept

1. Students shall make positive statements about themselves and identify areas of self-improvement as students.

2. Students shall identify and express their feelings in appropriate ways.

3. Students shall identify and explain positive ways of adapting to changes.

4. Students shall identify situations when they need to get help.

5. Students shall know where they can get help when they need it.

B. Interpersonal Relationships

1. Students shall tell how to make and keep friends.

2. Students shall identify skills needed for living and working in groups at school.

3. Students shall recognize verbal and nonverbal ways they can communicate with others.

ACADEMIC ACHIEVEMENT

Academic Achievement and Development includes two major subcategories: Organization and Study Skills and Responsibilities. The student competencies under Organizational Study Skills are:

- I can explain the importance of completing my required school work.
- I can describe good work habits.

The student competencies under Responsibilities are:

- I can identify my school responsibilities.
- I can explain how my school responsibilities affect myself and others.

Classroom teachers focus on the goal of improved academic achievement; it is, however, a responsibility to be shared by the entire staff. The following are resources and activities available to the counselor to share with the school staff. In this consultative role the counselor can provide support to students and staff in the area of improved academic achievement. Through responsive counseling services the counselor can provide additional help to students as they work on these competencies.

CAREER AND EDUCATIONAL DECISION-MAKING

Career and Educational Development is divided into two major subcategories: Decision Making and Career Awareness. The student competencies for Decision Making are:

- I can list the steps I need to make a decision.
- I can evaluate the consequences of my decisions.

The student competencies for Career Awareness are:

- I can identify my interests and abilities.
- I can explore a variety of occupations.

The sample unit on the decision-making process is a suggested format that can be applied to such topics as substance abuse, child sexual abuse, and conflict management.

Activities in the unit on career awareness require the counselor to coordinate with the classroom teacher, the media specialist, and various community resources and to involve these people in the planning of the unit. Care should be taken that careers are presented in a way that promotes sex equity.

These competencies are targeted for use in Grades 4, 5, and 6 and lend themselves well to integration with the Language Arts program. Additional activities are provided for use with primary-age children.

PERSONAL AND SOCIAL DEVELOPMENT AS A STUDENT

Personal and Social Development as a Student includes two major subcategories: Self-concept and Interpersonal Relationships. The student competencies for Self-concept are:

- I can make positive statements about myself and identify areas of self-improvement as a student.
- I can identify and express my feelings in appropriate ways.
- I can identify and explain positive ways of adapting to changes.
- I can identify situations when I need to get help.
- I know where I can get help.

The student competencies for Interpersonal Relationships are:

- I can tell how to make and keep a friend.
- I can identify skills needed for living and working in groups at school.
- I can recognize verbal and nonverbal ways I can communicate with others.

While personal and social development is obviously a life-long process, these competencies have been targeted for the primary grades, and correlate well with the K-2 Social Studies curriculum.

The activities which follow are meant to be sample units serving as suggestions which may be modified to meet the needs of the school's population and the amount of counselor time the school allocated.

TIME MANAGEMENT

The counselor's primary responsibility to providing direct service to children. Therefore, a majority of the counselor's time should be spent in Responsive Counseling Services and Group Guidance. A counselor who is assigned to a school on a half-time basis will have to reduce the time spent in Individual Planning and School Program Support (e.g., EMT coordinator or GT coordinator). This is critical for a counselor who is split between two schools and must plan for work in two different educational settings.

Effective program implementation depends greatly upon the counselor's best use of time. A time management approach, such as a weekly schedule, can help the counselor implement the guidance program according to the recommended time allocations. This weekly schedule should be flexible and realistic allowing time for unexpected situations and permitting periods for planning and teacher consultation. Schedules can be expected to vary during the opening and closing of school with the orientation and articulation activities that the counselor is involved in.

Group guidance and responsive counseling services may be scheduled in the following ways:

- Weekly meetings for one semester
- Weekly meetings in three- to six-week blocks of time
- Biweekly meetings
- Assigning each class a regular time period that could be used for either Guidance Instruction or Responsive Counseling Services as needed
- Daily meetings for a two-week period
- Individual meetings as needed

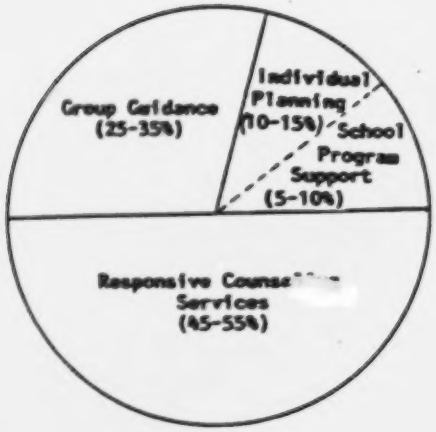
The requests for Responsive Counseling Services may increase as the year progresses. To respond to these requests, it may be necessary to schedule group guidance early in the school year.

The needs of a school will ultimately determine the counselor's schedule.

Components of the Comprehensive Guidance and Counseling Program

Responsive Counseling Services	Group Guidance	School Program Support	Individual Planning
The counselor may work with individuals or small groups in a variety of ways to meet the competencies.	This is a planned program which focuses on the social, academic, and educational development of all children. It includes a variety of activities.	This component includes all guidance and counseling activities that help the school operate in an efficient manner.	Academic programming for students is determined by the staff with counseling support.
A. Consultation 1. Staff 2. Parents 3. Students 4. MCPS and Community Agencies B. Counseling students 1. Small group 2. Individual 3. Crisis C. Group counseling 1. Study skills 2. Motivation 3. Attitude toward learning and school 4. Disruptive students 5. Interpersonal relationships-peers and adults 6. Adjusting to changes - grades, death, friendships 7. Self-concept D. Parent Groups when possible E. In-service for staff 1. Identification of abused children a) Sexual abuse b) Physical abuse c) Neglect 2. Related counseling/behavior issues	The counselor will plan and coordinate classroom activities for meeting the competencies in the following areas: 1. Academic Achievement and Development 2. Career and Educational Development 3. Personal and Social Development as a Student	1. Participation in EMT/SARD process 2. Orientation of new students and parents 3. Membership on Guidance Advisory Committee 4. Participation in Kindergarten Roundup 5. Involvement with School Committees 6. Participation in professional development workshops and meetings	Counselors help: 1. Encourage student participation in extracurricular activities 2. With discussions at EMT/SARD meetings to plan for individual student needs 3. Assist in articulation of 6th graders to 7th grade 4. Parent conferences

This time allocation plan would be appropriate for a full-time counselor in a school of 400 students.



ELEMENTARY LEVEL

ACTIVITIES TO BE INCORPORATED INTO WEEKLY SCHEDULE

September

Orientation for new students
Orientation for new parents
Counselor introduction to classes and staff
Organizational meeting with school nurse, PPW, and psychologist
Guidance planning meetings with staff
SARD

October

Organization of Guidance Advisory Committee
Participation in MCPS All-Counselor Meeting
Elementary Counselors Meeting
SARD

November

Participation in Parent-Teacher conferences
Conferences with students and parents regarding report cards
School testing program - provide support as needed
Elementary Counselors Meeting
SARD

December

Elementary Counselors Meeting
SARD

January

Participation in Guidance Advisory Committee meeting
Elementary Counselors Meeting
SARD

February

Conferences with parents and students regarding report cards
Articulation process with J/I/M schools begins
Elementary Counselors Meeting
SARD

March

Planning for Kindergarten Roundup
Participation in planning for Annual Review of Level 4 Students
Elementary Counselors Meetings
SARD

April

Annual Reviews for students receiving special services
Conferences with parents and students regarding report cards
Retention Conferences
Elementary Counselors Meeting
SARD

May

Kindergarten Roundup
Articulation to J/I/M schools
Guidance Advisory Committee Evaluation
Retention Conferences
Sharing of information about summer programs with students, parents, and staff
Advisory Committee on Guidance and Counseling Workshop
Elementary Counselors Conference
SARD

June

Evaluation of Guidance Program
Transfer of records to J/I/M schools
SARD

July-August

Follow-up on EMT cases
Parent conferences
New student conferences
Meet with J/I/M counselors regarding students
Parent programs
Planning with principal

COUNSELOR SCHEDULE-SAMPLE WEEKLY PLAN

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

COUNSELOR WORK SHEET

SCHOOL YEAR ____

COMPETENCIES	GRADE LEVELS						
	K	1	2	3	4	5	6
ACADEMIC ACHIEVEMENT AND DEVELOPMENT Organization and Study Skills Explain the importance of Completing school work							
Describe good work habits							
Responsibilities Identify school responsibilities							
Explain how school responsibilities affect myself and others							
CAREER AND EDUCATIONAL DEVELOPMENT Decision Making List the steps needed to make a decision							
Evaluate consequences of decisions							
Career Awareness Identify interests and attitudes							
Explore a variety of occupations							
PERSONAL AND SOCIAL DEVELOPMENT AS A STUDENT Self-concept Make positive statements and identify areas of self-improvement							
Identify and express feelings in appropriate ways							
Identify and explain positive ways of adapting to changes							
Identify situations when I need to get help							
Know where to seek help when needed							
Interpersonal Relationships Tell how to make and keep a friend							
Identify skills needed for living and working in groups at school							
Recognize verbal and nonverbal ways to communicate with others							

ELEMENTARY COUNSELOR LONG-RANGE PLANNING SHEET

GRADE LEVEL ___ TEACHER AND ROOM _____ SCHOOL YEAR ____

MONTH	GRADE LEVELS						
	K	1	2	3	4	5	6
September							
October							
November							
December							
January							
February							
March							
April							
May							
June							

SAMPLE

Goal: Academic Achievement and Development-Organization and Study Skills

Competency: I can describe good work habits.

Resources:

DUSO I(R) Materials

Stories

"The Underwater Problem Solver," Book I, p. 1, Manual p. 35
"Samatha Plans Ahead," Book I, p. 67, Goal 14, Manual p. 111
"Lefty's Hamburger Stand," Book I, p. 77, Goal 16, Manual p. 120

DUSO I(R) Games and Activities

"What Do You Need?" Manual p. 113
"What's Missing?" Manual p. 114
"Planning a Trip." Manual p. 114
"Follow the Leader." Manual p. 41
"Helping Hands." Manual p. 119
"Is Help Needed?" Manual p. 118

DUSO II(R) Materials

Stories

"The Model Airplane," Goal 14, Manual p. 124
"Hampster Heaven," Goal 15, Manual p. 132

DUSO I(R) Games and Activities

"Step by Step," Manual p. 135
"Getting Started," Manual p. 136
"Planes, Planes, Planes," Manual p. 127

Activities (See attachments.):

Organizational and Study Guides

Jackson Road - Be Wise . . . Organize (I)
Twinbrook - Good Work Habits (P)
Twinbrook - Good Work Habits (I)
Fields Road - Study Skills (I)
Beverly Farms - Study Skills (I)

Books

Berry, Marilyn. Help is on the Way for: Book Reports, Chicago, Illinois: Children's Press, 1984.

Berry, Marilyn. Help is on the Way for: Schoolwork, Chicago, Illinois: Children's Press, 1984.

Berry, Marilyn. Help is on the Way for: Study Habits, Chicago, Illinois: Children's Press, 1984.

Berry, Marilyn. Help is on the Way for: Written Reports, Chicago, Illinois: Children's Press, 1984.

SAMPLE

LESSON 1 - ELEMENTARY - INTERMEDIATE

Goal: Career and Educational Development: Decision Making

Competency: I can list the steps I need to make a decision.

Title: Decisions, Decisions

Suggested Level: Intermediate

Materials: Pencil, paper, story

Physical Setting: Classroom

Time Required: 30-45 minutes

Group Size: Small Group, whole class

Resources: Story

Strategies

1. Share decisions that you made today.
2. Ask children to listen for every decision made.
3. Read story, "Denny Decision-Maker."
4. Brainstorm decisions of the story.
5. List decisions made yesterday.
6. Discuss variety of decisions children make each day.
7. Discuss importance of making decisions.

Assessment: Children will make a list of five decisions which they made. Rank order them in terms of importance.

Follow Up: (See attached.)

Denny Decision-Maker

Denny wakes up to the sound of his alarm clock ringing next to his bed. He thinks about rolling over and sleeping another ten minutes. Then he remembers that he needs to get to school on time to help train the new patrol taking over his post. He decides to get up out of bed. He wonders whether he will skip washing up and brushing his teeth so that he can finish reading his Games magazine. After he finishes his magazine, he goes to his closet to pick out his clothes. Should he wear his tank top that would help him stay cool in his hot classroom or the team soccer shirt that his buddies are wearing for the big game at recess? His soccer shirt looks great with his new shorts. He skips downstairs and whisks into the kitchen. Mom sets out milk, Wheaties, Rice Krispies, and Cheerios. He takes the Cheerios, pours some in his bowl, and reads about the contest on the back of the box. His mom asks whether he wants to ride his bike or walk to school. He remembers that he is going to pick up Joey, the new kid, on his way to school. Joey doesn't own a bike and Denny doesn't like two on his bike. Denny picks up his books and lunch and heads out the door. Mom asks whether he wants chicken or tacos for dinner tonight. Denny remembers he just had tacos for lunch yesterday. "Chicken is fine," says Denny.

Denny and Joey get to school. Denny is a little late. Should he walk Joey to his classroom or go directly to his post. He walks Joey to the school entrance, tells him where to go, and then hurries to his post. His trainee is a bit nervous about being alone on post. After post, Kenny heads for class. Children have already started on their morning work. He wants to talk to his buddy Janet about the soccer game today, but he needs to jet his morning work done. He leans over to converse with Janet. Mr. Wende asks for the morning work and is dismayed that Denny has not completed it because he and Janet were talking. Math class begins. Denny doesn't understand converting fractions. Should he ask for help and acknowledge his confusion or try to figure it out himself? He raises his hand, and Mr. Wende comes over to answer his question. The morning passes quickly, and after lunch he runs out to the field with his friends. He and Janet are appointed team captains, and they begin to choose soccer team members. Should he choose Mary, who is a great player but tends to hog the ball, or George, who is not very skilled but is a generous player? He decides to go with Mary since he needs aggressive players. His team loses, but it was a fun game nonetheless.

During the afternoon, his class plans to write book reports on famous black Americans. Denny needs to choose between Stevie Wonder, his favorite singer or Shirley Chisolm, a woman he greatly admires. He checks out books on Mrs. Chisolm to learn more about her life.

After school, Denny picks up Joey and heads for home. On his way he passes a basketball game in progress. The players ask him to join. Should he play or walk Joey home and check in with mom? He shoots a few baskets while Joey watches then proceeds home. Mom sounds a little worried when he talks to her at her office. "Why were you late?" she asks.

After dinner, Denny looks over his homework sheet. Should he watch his favorite TV show or start on his long-term book report? He watches as he works. He realizes that he didn't get much done during the show, so he'd

better get down to work. He continues to work on his report when his mom comes up to say, "Time for bed." Denny realizes he hasn't done his math. Should he stay up a little later, do his math, and be a little tired tomorrow or wait and do it tomorrow at breakfast? As he thinks about it, he falls off to sleep.

ACTIVITY SHEET

FOLLOW-UP FROM MSDE S.M.A.S.H. A Decision is. . . .

CONCEPT: Decision-making is a step-by-step process.

OBJECTIVE: The student will give a definition of a decision.

VOCABULARY: Decision: a choice that you make.

MATERIALS: Worksheet, Newsprint, magic marker, or chalkboard

PROCEDURE TIME: 45 minutes

Introduce activity by stating concept and objective.

1. Begin with decision-making exercise, Decision-Making/Forced-Choice Exercise.

2. Brainstorm, "What is a decision?" Clarify that a decision must be made by the student himself/herself, not by others, such as parents, teachers. Write definition on chalkboard; have students copy in notebooks.

3. Discuss what happened in the decision-making activity.
   a) How many students had difficulty making choices? What ones?
   b) What do you think makes it hard to decide?
   c) Do you get much practice making decisions?
   d) Did your friends' choices influence your decisions?
   e) Are there some decisions you make without thinking, automatically? What ones?

PERSONAL APPLICATION

Discuss: (1) Can you think of a personal decision that you have made recently?
(2) Would you share with the class how you made the decision?

EVALUATION: Definition in notebooks.
Discussion-generated examples of individual decisions.

SAMPLE

LESSON 1 - ELEMENTARY - INTERMEDIATE

Goal: Personal and Social Development as a Student: Interpersonal Relationships

Competency: I can identify skills needed for living and working in groups at school.

Title: Deserted Island

Physical Setting: Classroom

Materials: Resource sheets - "Deserted Island" and "Our Ocean Voyage," chart paper, magic marker or crayon

Time Required: 30 minutes (may be divided into two lessons, Steps 1-3, Steps 4-5)

Group Size: Whole class or small group

Resources: Maryland State Department of Education; Group Guidance Activities Grades K-6; Division of Compensatory, Urban and Supplementary Programs; Pupil Services Branch.

Strategies

1. Read "Our Ocean Voyage" to the group.
2. Divide the class into groups of five or six students and have them list things they will need to live on a deserted island. Have a group reporter share the group list with the class. Record group responses.
3. Discuss methods for getting food, clothing, shelter, etc., and need for rules to accomplish this.
4. Ask each group to list the rules they will need to get along on their island. Have the group reporter read the rules to the class. Record responses on the board.
5. Distribute "Desert Island." Have the children select the five others in the group? By you?

Assessments: Students will state characteristics that they:

1. Feel a friend should have.
2. Students will be able to describe characteristics needed for working in a group.

Follow Up: Body tracing is displayed prominently in the classroom.

SAMPLE

LESSON 1 - ELEMENTARY - PRIMARY

Goal: Personal and Social Development as a Student: Self-Concept

Competency: I can identify and express my feelings in appropriate ways.

Title: Faces and Feelings

Physical Setting: Classroom

Time Required: 30 minutes

Materials: Activity sheet - "Faces and Feelings," newspapers with comic strips, magazines, glue, scissors

Group Size: Whole class

Resources: Building Self-Esteem, Robert W. Reasoner, CA: Consulting Psychologist Press, 1982.

Strategies

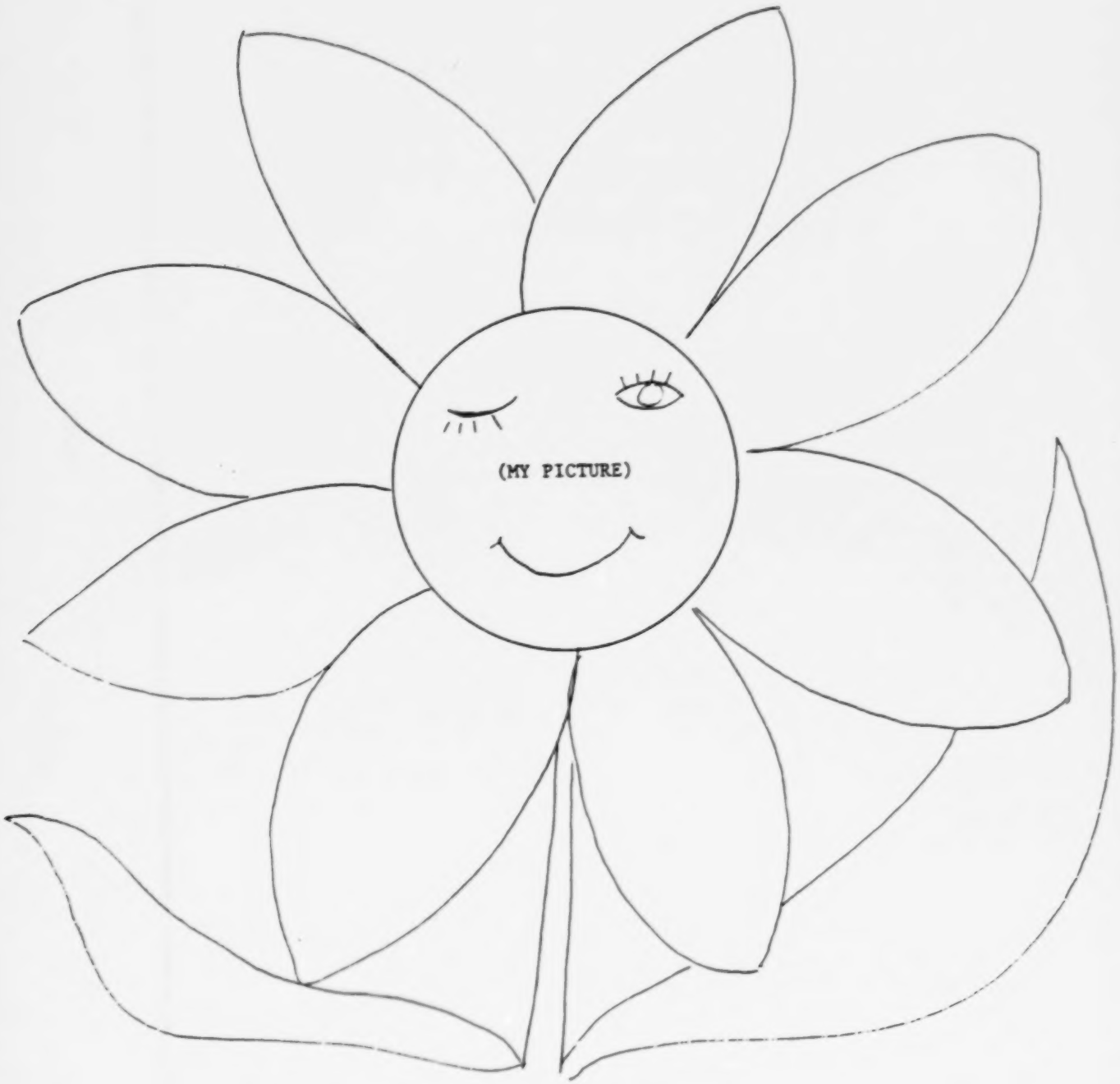
1. Discuss facial expressions and the ways they may convey feelings.
2. Describe various situations and have students express their feelings through facial expressions.
3. Hand out activity sheet and have the children complete it.

Assessments

1. The students will share answers by reading the situation and identifying the feelings.
2. The students can generate a story about one of the situations and describe how they handled their feelings.

ACTIVITY SHEET

FACES AND FEELINGS



ELEM-19

JUNIOR HIGH/INTERMEDIATE/MIDDLE SCHOOL (JIM) PROGRAM DESCRIPTION

The Comprehensive Guidance and Counseling Program (CGCP) prescribes a conceptual framework for the delivery of guidance and counseling services for all students in Grades K-12. The program is developmental in nature and attempts to integrate the various facets of a student's development in three major areas:

- Academic Achievement
- Career and Educational Decision-Making
- Personal and Social Development as a Student

The CGCP is the shared responsibility of counselors, teachers, administrators, students, and parents. It addresses both the MCPS Board of Education priority objectives and MSDE by-laws. It is designed so that no segment of a student population is overlooked.

The CGCP on the JIM level focuses on the rapidly changing needs of the adolescent - his/her struggle for an inner unity or identity, and the balancing of the demands of academic, career, and social competence.

STUDENT COMPETENCIES

Academic Achievement

1. I can identify my aptitudes, achievements, interests, and personal characteristics as they relate to academic achievement.

2. I can identify the opportunities and requirements for participation in various school programs and activities.

3. I can develop a time management plan to balance my school, home, and leisure activities.

Career and Educational Decision-Making

4. I can identify my interests and abilities, and use the decision-making process for educational planning and career exploration.

5. I can explain MSDE graduation requirements.

6. I can develop a four-year plan.

Personal and Social Development as a Student

7. I can identify and explain my strengths and weaknesses in order to better understand myself.

8. I can identify my feelings and explain how they affect my behavior and my relationships with others in educational settings.

9. I can identify constructive skills that help me develop positive interpersonal relationships in school.

10. I can identify school situations where I need support and seek appropriate help when necessary.

11. I can describe ways in which verbal and nonverbal communications affect other people's behavior.

12. I can explain how to use problem-solving techniques and resolve conflicts.

JUNIOR/INTERMEDIATE/MIDDLE COMPONENTS

Group Guidance

Helping students identify their aptitudes, achievements, interests, and personal characteristics as they relate to academic achievement.

Helping students identify the opportunities and requirements for participation in various school programs and activities.

Helping students develop a time management plan.

Instructing students in steps of the decision-making process.

Explaining MSDE graduation requirements.

Helping students develop a four-year plan.

Assisting students in identifying their strengths and weaknesses in order to better understand themselves.

Helping students with peer relationships.

Assisting students in developing positive interpersonal relationships and communications skills.

Helping students to know where to seek help and support within the school setting.

Helping students use the problem-solving techniques in resolving conflicts.

Individual Planning

Articulation
- Meeting with students, parents, and staff at all grade levels.

Orientation
- Orientation of students new to each grade level.
- Student/parent orientation for students new to school.
- Summer orientation program.

Registration
- Selection of courses at each grade level.
- Monitoring of appropriate academic program for each student.

Placement in appropriate school program
- Programming students for Gifted/Talented-Honors Programs.
- Programming students for Basic Skills Programs.
- Programming special needs students.
- Informing parents of the various programs within the school.
- Informing students and parents of school elective courses.

ACES Procedures
- Educational Management Team Meetings (EMT)
- School Admission Review and Dismissal (SARD)
- Area Admission Review and Dismissal Meetings (AARD)
- Central Admission Review and Dismissal Meetings (CARD)
- Sixty-day/Annual Reviews

Four-year Plan
- High School Graduation Requirements
- Honors Courses
- Certificate of Merit Requirements
- Fine-Arts - Practical Arts Requirements
- Local High Course Offerings
- Proper Sequencing of Courses
- Career Interest Survey
- High School Standardized Testing Schedule
- College Planning
- Educational and Vocational Planning
- Scholarship Information
- Alternatives to Four-year Enrollment

Meetings with Students with Academic Concerns
- Low achievement on report cards
- Underachievers and special needs students
- Inappropriate class placements

Responsive Counseling Services

Individual and Group Counseling
- Academic
- Personal
- Social
- School
- Developmental
- Crisis

Consulting as a Counselor
- With parents
- With staff members
- With other MCPS professionals

Coordinating Services
- Parent conferences
- Referrals to MCPS special needs services
- Referrals to community agencies

School Program Support

- Facilitates articulation, orientation, and registration
- Conducts needs assessments and surveys
- Facilitates referral procedures
- Serves on Guidance Advisory Committee
- Participates in professional development and in-service training
- Participates in grade level, and departmental team meetings.
- Opening and closing of school procedures
- Articulation with instructional departments
- Participation in schoolwide committees
- Interpretation of test scores

TIME ALLOCATIONS FOR J/I/M COMPONENTS
(Based on 6-hour days and 180-day year)

Individual Planning	Responsive Counseling	Group Guidance	(School Program) Systems Support
Articulation Orientation Registration Placement in appropriate school programs Aces Procedures Four-year plan High School and Post-High School Placement Meetings with students with academic deficiencies	Individual Counseling Groups Crisis Counseling Help students develop coping skills Programs for students with special needs Developmental stage counseling Conferencing with parents and teachers Referrals Liaison between school and community	Academic Achievement Career and Educational Decision Making Personal and Social Development as a Student	EMT - 72 hours SARD - 10 hours Annual Reviews - 15 hours 60-day Review - 5 hours Scheduling - 140 hours Team Meetings - 268 hours (24.8%)
TOTAL - 270 Hours 25%	443 Hours 41%	99 Hours 9.2%	268 Hours 24.8%

J/I/M GUIDANCE PILOT PROGRAM

Month	Competencies for Grade 7	Grade 8	Grade 9
Sept.	#2 Programs & Activities #7 Strengths & Weaknesses	#1 Aptitudes & Achievements	
	Interim Report Counseling		
Oct.	#10 Seeking Help		#11 Verbal & Nonverbal Communication
Nov.	#3 Time Management Plan		#12 Problem Solving and Resolving Conflicts
	Report Card Counseling		
Dec.	Interim Report Counseling		
Jan.		#4 Decision-Making #5 Graduation Requirements #6 Four-Year Plan	
Feb.	Report Card Counseling		Articulation & Registration for Grade 10
March	Articulation and Registration		
April	Report Card Counseling		
May	#8 Feelings Affecting Behavior		
	Interim Report Counseling		
June	#9 Constructive Skills Interpersonal Skills		
	Failure Conferences		

SAMPLE

Goal: Career and Educational Development

Competency: I can develop a four-year plan.

Title: Four-year Plan

Suggested Level: Grade 8, Grade 9 Review

Materials: Pencil, easel/chalkboard

Physical Setting: Classroom or small group

Time Required: One class session

Group Size: Whole class, small group of 5

Resources: Current course bulletin, Student Planning Folder, MCPS Vocational Education Programs Brochure, Student Educational and Planning Worksheet, Individual School Information Bulletins on the four-year plan - Career and Educational Development Calendar.

Strategies and Assessment

1. Counselor will provide the necessary information for completion of the four-year plan:
   a) Graduation requirements
   b) Sequencing of courses
   c) Prerequisites
   d) Educational and vocational courses
   e) College entrance requirements and information
   f) Electives - fine arts and practical arts
2. The student will have on file an appropriate four-year plan.
3. Parents will sign and approve student's four-year plan.

Follow Up: Review and update with ninth grade students as needed.

Office of Instruciton and Program Development
Montgomery County Public Schools

STUDENT EDUCATIONAL AND PLANNING WORKSHEET

Grade _____ Student's ID _____ Counselor's Name _____

Student's Name _____ (Last) (First) (Middle) Date of Birth _____ (Mo.) (Da.) (Yr.) Home Phone _____

Address _____ (Street) (City) (State) (Zip Code)

Mother's Name _____ Bus. Phone _____ Student's Bus. Phone _____

Father's Name _____ Bus. Phone _____

Career Goal _____

Post-Secondary Goal: __ Full-time employment __ Military __ 4-year college
__ Vocational Training __ 2-year college __ Other _____

Check when completed.
Passed Basic Competency in: __ Reading __ Writing __ Math __ Citizenship

Subject Area	Credits Required	9th Grade	Credits Earned	10th Grade	Credits Earned	11th Grade	Credits Earned	12th Grade	Credits Earned
English	4								
Social Studies	3								
Mathematics	3								
Science	2								
Physical Ed. Physical Act.[2]	1-1½								
Fine Arts	1								
Practical Arts	1								
Electives									
Total Credits	22								
Certificate of Merit Credit[3]									

1. See MCPS Course Bulletin for admission requirements to all Maryland state colleges.
2. See your counselor for approved physical activities.
3. Check (X) courses that apply to Certificate of Merit.

Student Signature Date Parent Signature Date Counselor Signature Date

MCPS Form 560-45

JIM-7

CAREER AND EDUCATIONAL DEVELOPMENT CALENDAR FOR ALL EIGHTH GRADERS

Suggested	Instrument	Provider
September	Interest Survey	Teacher
October	Behavior and Performance Forms (270-24) How Do I Rate	Teacher Teacher
November	Checklist Vocational Programs	Teacher Counselor and Speaker MCPS in class
December	JOB-O class 2 periods	Counselor in classroom setting
January	Begin to explore different careers	Counselor in classroom setting
February	Completion of 4-year student educational planning worksheet (560-45) and student planning folder	Small group or classroom setting with counselor
March	Final Registration Procedures and Parent Meeting (1 period Graduation Requirements and 2 periods Worksheet)	Counselor
April	Job Application Forms Social Security Application and Work Permits	Teacher Teacher
May	Field Trip - Personnel Office or Vocational Center	Teacher/Counselor
June	Want Ads - Library - for further career exploration	Teacher/Counselor

SENIOR HIGH SCHOOL PROGRAM DESCRIPTION

The Comprehensive Guidance and Counseling Program (CGCP) at the senior high level has as its focus the development of an independent, responsible adult with the ability to develop realistic and fulfilling life goals based on a clear understanding of self, needs, interests, and abilities. At this level, students assume increased responsibility for their academic, career, personal, and social goals. The specific competencies for students at the senior high level follow:

- Academic Achievement
- Career and Educational Decision-Making
- Personal and Social Development as a Student

STUDENT COMPETENCIES

Academic Achievement

A1 I can plan/review a program of studies which meets MSDE graduation requirements and fits my needs, interests, abilities, career goals, and post-secondary educational plans.

A2 I can explain the importance of involvement in extracurricular and community activities.

Career and Educational Decision-Making

C1 I can set realistic career goals based on a knowledge of myself and utilizing the steps in the decision-making process.

C2 I can identify my interests, abilities, work values, and personal traits and explain how they relate to the skills needed in a variety of careers.

C3 I can identify and use resources to locate information for a career, post-secondary education, and financial aid.

C4 I can select appropriate programs and/or institutions which will satisfy my personal, educational, and career needs.

C5 I can obtain and complete an application which will satisfy my personal, educational, and career needs.

Personal and Social Development as a Student

S1 I can identify my personal strengths and the areas that need development to build those strengths and minimize those weaknesses.

S2 I can identify my feelings and explain how they affect my relationships at school.

S3 I can explain the importance of being able to get along and respect the rights of others.

S4 I can explain how group membership affects the individual and how individual behavior affects the group.

S5 I can develop skills to cope with increasing independence and the responsibilities of adult roles. I can select appropriate programs and/or institutions which will satisfy my personal and career needs.

S6 I can identify symptoms of stress caused by internal and external pressure and techniques for relaxation.

S7 I can identify resources to use for academic, personal, social, family, and health concerns.

HIGH SCHOOL COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM
TIME MANAGEMENT PLAN

MONTH	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
SEPT.	A2 Extracurricular Activities SHOP/SGA-Hm-Rm S7 Resources PE Classes C3 Resources Intro. to Career Center	A2 Extracurricular Activities SHOP/SGA-Hm-Rm	A2 Extracurricular Activities SHOP/SGA-Hm-Rm	A2 Extracurricular Activities SHOP/SGA-Hm-Rm C3 Resources C4 Programs C5 Applications English Classes One Period
OCT.	S4 Group Membership English Classes		A1 Program of Studies PSAT PREP Small Groups	
NOV.	S3 Getting Along Rights of Others SAS Social Studies	S3 Getting Along Rights of Others SAS Social Studies C2 Career Interests Internships	S3 Getting Along Rights of Others SAS English C2 Interests Career Interest Survey Administrative Home Room	S3 Getting Along Rights of Others SAS English C3 Resources FAF--Financial Aide Workshop
DEC.	S2 Feelings Math Classes	S1 Strengths and Weaknesses Science Classes	S6 Stress From PE Classes Team with 12th	S6 Stress From PE Classes Team with 11th
JAN.				
FEB.				C5 Applications Practical Writing 2 Classes
MARCH	A1 Program of Studies Registration Proc. Social Studies Classes	A1 Program of Studies Registration Proc. Social Studies Classes	A1 Program of Studies Registration Proc. English Classes	S5 Coping English One Period
APRIL		C1 Realistic Goals C3 Resources Career Ed Miniunit 3 days....		
MAY			C3 Resources C4 Programs S5 Coping English One Period	

SUGGESTED TIME LINE FOR HIGH SCHOOL

MONTH	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
SEPTEMBER	S7 I can identify resources to use for academic, personal, social, family, and health concerns.	S7 I can identify resources to use for academic, personal, social, family, and health concerns.	OVER LAP	C4 I can select appropriate programs and/or institutions which will satisfy my personal, educational, and career needs.
OCTOBER	A2 I can explain the importance of involvement in extracurricular and community activities.	A2 I can explain the importance of involvement in extracurricular and community activities.	A2 I can explain the importance of involvement in extracurricular and community activities. C2 I can identify my interests, abilities, work values, and personal traits and explain how they relate to the skills needed in a variety of careers.	
NOVEMBER	S4 I can explain how group membership affects the individual and how individual behavior affects the group.	S1 I can identify my personal strengths and the areas that need development to build those strengths and minimize those weaknesses.	S6 I can identify symptoms of stress caused by internal and external pressure and techniques for relaxation.	C5 I can obtain and complete an application which will satisfy my personal, educational, and career needs. C3 I can identify and use resources to locate information for a career, post-secondary education, and financial aid. S6 I can identify symptoms of stress caused by internal and external pressure and techniques for relaxation.
DECEMBER	S2 I can identify my feelings and explain how they affect my relationships at school.	OVER LAP		
JANUARY	S3 I can explain the importance of being able to get along and respect the rights of others.	S3 I can explain the importance of being able to get along and respect the rights of others.	S3 I can explain the importance of being able to get along and respect the rights of others.	S3 I can explain the importance of being able to get along and respect the rights of others.
	(Participation in Student Awareness Symposium)			
FEBRUARY MARCH	A1 I can plan/review a program of studies which meets MSDE graduation requirements and fits my needs, interests, abilities, career goals, and post-secondary educational plans.	A1 I can plan/review a program of studies which meets MSDE graduation requirements and fits my needs, interests, abilities, career goals, and post-secondary educational plans.	A1 I can plan/review a program of studies which meets MSDE graduation requirements and fits my needs, interests, abilities, career goals, and post-secondary educational plans.	February NOT SPECIFIED March BUT PRACTICAL April APPLICATION OF COMPETENCY
APRIL	NOT SPECIFIED	C1 I can set realistic career goals based on a knowledge of myself and utilizing the steps in the decision-making process.	C2 I can identify my interests, abilities, work values, and personal traits and explain how they relate to the skills needed in a variety of careers. S5 I can develop skills to cope with increasing independence and the responsibilities of adult roles. I can select appropriate programs and/or institutions which will satisfy my personal and career needs.	
MAY	NOT SPECIFIED	C3 I can identify and use resources to locate information for a career, post-secondary education, and financial aid.		S5 I can develop skills to cope with increasing independence and the responsibilities of adult roles.

SAMPLE

Goal: Academic Achievement

Competency: A1 I can plan/review a program of studies which meets MSDE graduation requirements and fits my needs, interests, abilities, career goals, and post-secondary educational plans.

Title: Orientation and Program Planning

Suggested Level: Grades 9, 10, and 11

Physical Setting: Classroom, counselor's office; lecture room

Materials: Sample registration packet: parent information letter sample

Group Size: Whole class, small group, or individually

Time Required: 40- to 50-minute orientation period

Resources: MCPS Course Bulletin, individual school course offerings, and subject performance and test record card.

Strategies

1. Suggested Registration Pattern for Computer Scheduling (attached) - flowchart should be followed by the Guidance Unit in consultation with the Administration.
2. Counselor/Parent/Student Conference should incorporate the following:
   a) Review four-year plan.
   b) Review transcript, test card, and required courses for graduation.
   c) Inquire about the student's post-secondary plans and the services of the career center as they apply to interests, abilities, and career goals.
3. The "Credit Letter" is sent periodically to parents to advise them of the credit status of the student. A copy of the letter should be placed in the "Student Planning Folder" or "Cumulative Folder."

SR.4

ACADEMIC
Lap 1 A

LAP 1 A

RICHARD MONTGOMERY HIGH SCHOOL
250 RICHARD MONTGOMERY DRIVE
ROCKVILLE, MARYLAND 20852
(301) 762-6101

August 1986

Parent/Guardian of_____

Dear Parent/Guardian:

Seniors must earn a minimum of 20 credits to graduate from a high school in Maryland. The credits must be earned in the following areas: ENGLISH - 4 credits; SOCIAL STUDIES - 3 credits (two credits must be in U.S. History, Government and Contemporary Issues); SCIENCE - 2 credits; MATHEMATICS - 2 credits; PHYSICAL EDUCATION - 1 credit in any of grades 9, 10, 11 or 12 plus 2 semesters of a Physical Activity or 1 additional semester of Physical Education any time in grades 9, 10, 11, or 12; ELECTIVES - 7½ credits, satisfied by any class taken beyond the required subjects.

As of this date you have earned a total of_____credits. To be awarded a diploma, the following credits will need to be earned:

_____English
_____Social Studies
_____Science
_____Mathematics
_____Physical Education/Physical Activity
_____Electives

Although 20 credits is the minimum requirement for a diploma, it is strongly suggested that students earn as many credits as possible this year. The better prepared the student is, the more opportunities will become available to him/her after graduation.

If you have any questions about the credits your child has earned, please call his/her counselor.

Counselor Designations

A - C	Ms. Teresa, Resource Counselor
D - J	Mr. Prather
K - Q	Ms. McKenzie
Special Educ. A - L	Ms. McKenzie
R - Z	Mr. Woodford
Special Educ. M - Z	Mr. Woodford
ESOL	Mrs. Lilga

Maryland Functional Reading Test
Passed ☐ Failed ☐

Maryland Functional Math Test
Passed ☐ Failed ☐

Sincerely,

_____
Counselor